

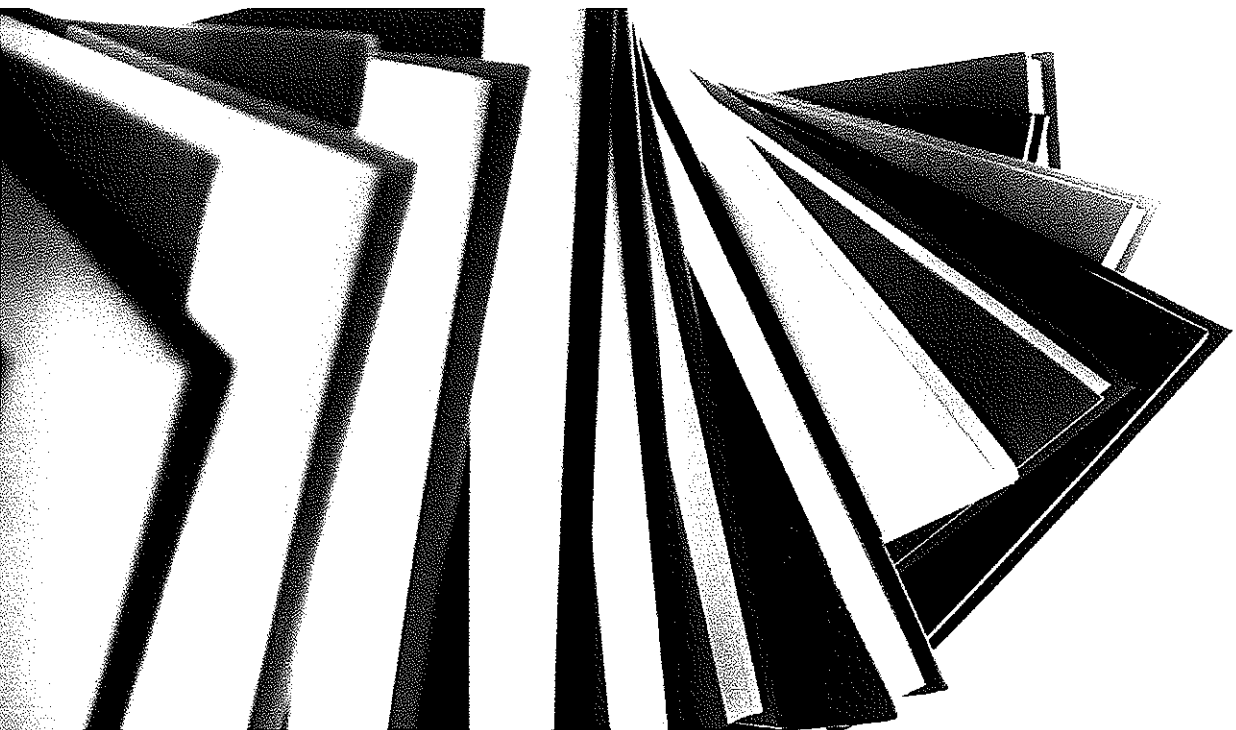
# Assessing for Dyslexia

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Region One ESC

*Education Specialist*



# Crook/Sekel Model: ABC's of Dyslexia Evaluations

Listening Comprehension  
Oral/Listening Comprehension

Reading  
Comprehension

Word Identification  
Letter Word Identification

Nonsense Words  
Word Attack

The stair-step model  
looks at the relationship  
between the four core  
areas of reading

Scores 90 and above = Yes  
Scores below 90 = No

Comprehension	Decoding	Diagnosis
Yes	No	Dyslexia
No	Yes	Hyperlexia
No	No	Learning Difficulties
Yes	Yes	Not Dyslexia

- Phonological Awareness
- Phonological Memory
- Rapid Naming

**Excerpt from Dyslexia Handbook Revised 2007, Updated 2010,  
Pages 12 – 18**

**Procedures for Assessment of Dyslexia**

Districts and charter schools must establish written procedures for recommending and assessing students for dyslexia within general education. While districts and charter schools must follow federal and state guidelines, they must also develop procedures that address the needs of their student populations. The first step in the assessment process, Data Gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties.

**1. Data Gathering** At any time (from kindergarten through grade 12) that a student continues to struggle with one or more components of reading, districts and charter schools must collect additional information about the student. Districts and charter schools should use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. Some of the information that the district or charter school collects is in the student's cumulative folder; other information is available from teachers and parents or guardians. To ensure that underachievement in a student suspected of having dyslexia (a specific learning disability) is not due to lack of appropriate instruction in reading, other information should be considered. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports (report cards)
- Gifted/Talented assessments
- Samples of school work
- Parent conferences
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language, if possible)
- The K–2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- Universal screening for all grade levels available (English and native language, if possible)
- State student assessment program as described in TEC §39.022

One of the actions that the district or charter school has available is to recommend that the student be assessed for dyslexia. The district or charter school recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade
- Characteristics of dyslexia

The next step in the assessment process is formal assessment. This is not a screening; rather, it is an individualized evaluation used to gather assessment data that will be included, along with other data available, to determine whether the student exhibits dyslexia.

## 2. Formal Assessment

Students enrolling in public schools in Texas shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003 (a)). The appropriate time depends upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers' input; and input from the parents or guardians. Additionally, the appropriate time for assessing is **early** in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal assessment is recommended, the district or charter school completes the evaluation process as outlined in §504 using the following procedures:

- Notify parents or guardians of proposal to assess student for dyslexia (§504)
- Inform parents or guardians of their rights under §504
- Obtain permission from the parent or guardian to assess the student for dyslexia
- Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28)

Note: If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is being requested, IDEA 2004 due process procedures must be followed.

The notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

In compliance with §504, tests, assessments, and other evaluation materials must have the following characteristics:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used,
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient,
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills,
- Be selected and administered in a manner that is not racially or culturally discriminatory,
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced assessments, results of informal reading inventories, classroom observations), and
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials.

## Domains to Assess

The district or charter school administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

### Academic Skills

- Letter knowledge (name and associated sound)
- Reading real and nonsense words in isolation (decoding)
- Reading fluency (both rate and accuracy should be measured)
- Reading comprehension
- Written spelling

### ***Cognitive processes that underlie the reading difficulties:***

- **Phonological/phonemic awareness** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)

- **Rapid naming** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)

Based on the student's academic difficulties and characteristics, additional areas that may be assessed include the following:

- Vocabulary
- Listening comprehension
- Oral expression
- Written expression
- Handwriting
- Orthographic processing
- Mathematical reasoning
- Intelligence

### **3. English Language Learners**

*This refers to students served in bilingual and ESL programs as well as students designated limited English proficient (LEP) whose parents have denied services.*

Much diversity exists among English language learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee (LPAC) is recommended.

**Additional Data Gathering** (in addition to the information previously listed under "Data Gathering") Language Proficiency Assessment Committee (LPAC) documentation (TEC §589.1220 (g)(h)(i)) that includes the following:

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
- TAKS results when available
- Texas English Language Proficiency System (TELPAS) information (Reading Proficiency Test in English [RPTE] and Texas Observation Protocol [TOP])
- Type of language programming provided and language of instruction
- Linguistic environment and second-language acquisition development
- Previous schooling in and outside of the United States

**Additional Assessment** (in addition to the information listed under "Domains to Assess")

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible.
- If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent. Additionally, personnel involved in the evaluation process of ELLs for dyslexia need to be trained in bilingual assessment and interpretation procedures.

## **Interpretation**

To appropriately understand test results, the examiner(s)/committee of knowledgeable persons must interpret test results in light of the student's language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

## **4. Identification of Students with Dyslexia**

The identification of dyslexia is made by a §504 committee. The §504 committee first determines whether the student has dyslexia. In order to make an informed determination, the committee must be knowledgeable about the following:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

The §504 committee determines the identification of dyslexia after reviewing all accumulated data from Step 1 (Data Gathering) and Step 2 (Formal Assessment), including the following information:

- The observations of the teacher, district or charter school staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs.

In order to make an appropriate identification of dyslexia, the §504 committee will need to make decisions in the following three areas:

A. The pattern of weaknesses in a student with dyslexia will reflect one or more difficulties with low performance for the student's age and educational level in the following academic skills:

- Reading real words in isolation
- Decoding nonsense words
- Reading fluency (both rate and accuracy)
- Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

B. Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, then the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and written spelling. These academic difficulties in reading and written spelling will typically be the result of a deficit in phonological or phonemic awareness. The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
- Orthographic processing

If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phonemic awareness.

**NOTE:** Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or written spelling.

C. If the committee determines the student exhibits weaknesses in reading and written spelling that are the result of a deficit in phonological/phonemic awareness, the committee will then examine the student's data to determine whether these difficulties are unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and **unexpected** in relation to the provision of effective classroom instruction.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including **reading comprehension** and **written composition**.

Based on the above information and guidelines, the §504 committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is considered to have a disability under §504 if the condition substantially limits the student's learning, including the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered. Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

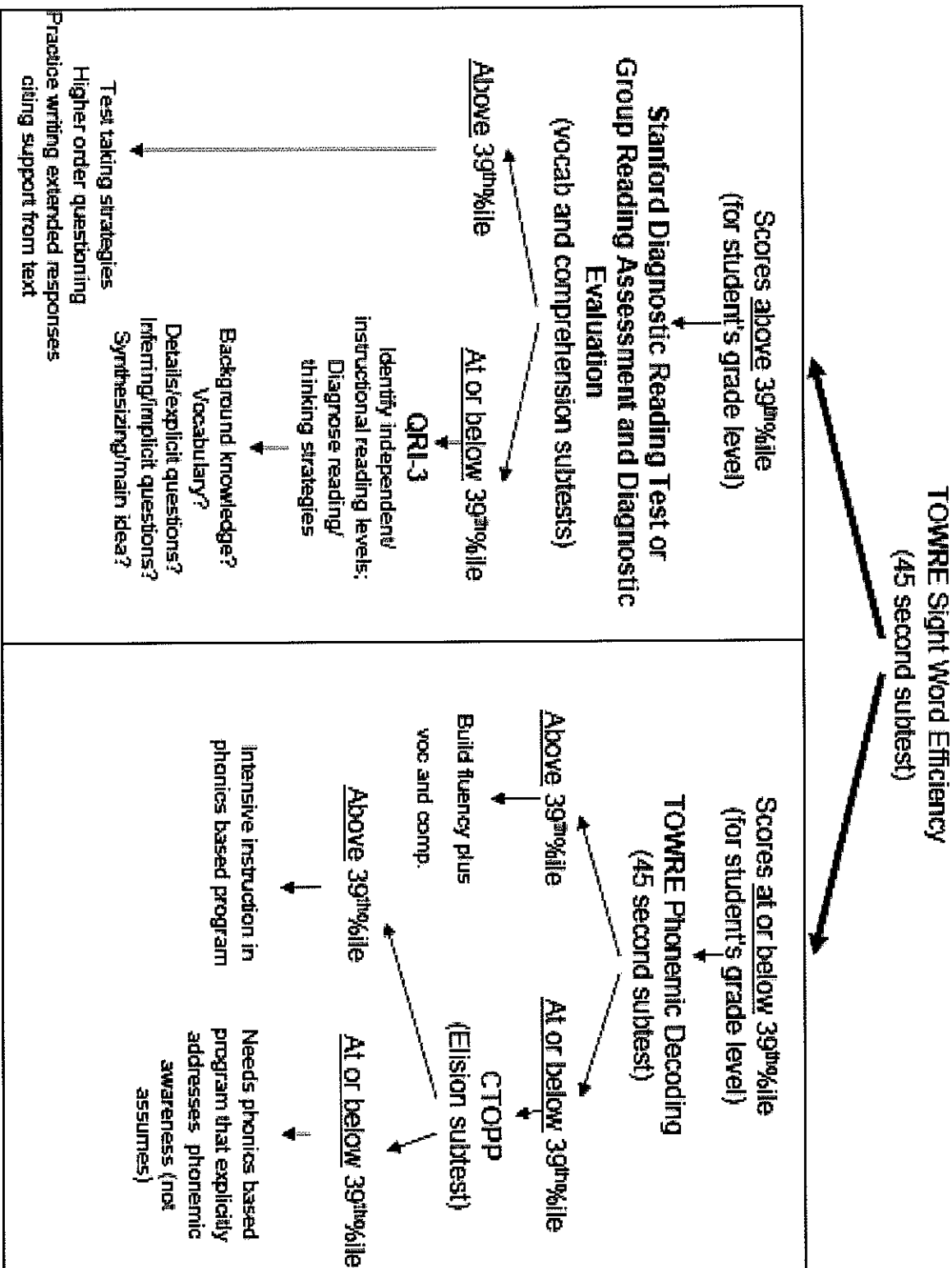
Table 3.3 Task Analysis of Elision

<b>Neurodevelopmental Ingredients</b>	<b>Task Component</b>
Attention processing controls (Processing depth)	Listening attentively enough to hear the word and phoneme accurately
Attention production controls (pacing, self-monitoring)	Segmenting and re-blending at a good pace, not rushing; reviewing what one is saying to determine if the new words sound correct
Active working memory	Mentally suspending word and phonemes while segmenting and re-blending
Receptive language (phonological process)	Actually segmenting and re-blending the word sounds; discerning and then manipulating the individual phonemes
Receptive language (sentence comprehension)	Understanding relatively obscure task instructions (elision is not a task that students normally are asked to complete in classrooms)
Temporal-sequential ordering	Having an accurate sense of the sequence of the phonemes

Pohlman, C. (2008). *Revealing minds: Assessing to understand and support struggling learners*. CA: Wiley & Sons. (p.37)



# Diagnostic decision tree for students who perform below standards on a measure of reading comprehension in 3<sup>rd</sup> Grade or later



**Diagnostic Tests for Dyslexia**  
**Dr. Debbie Buchanan**

***Reading***

**GDRT-2: Gray Diagnostic Reading Tests — Second Edition**

Price: \$299.00

Age: 6-0 to 13-11

Testing Time: 45 to 60 minutes

Administration: *Individual*

The *Gray Diagnostic Reading Tests-Second Edition* (GDRT-2) has been revised and updated to reflect current research in reading. The GDRT-2 assesses students who have difficulty reading continuous print and who require an evaluation of specific abilities and weaknesses. Two parallel forms are provided to allow you to study a student's reading progress over time. Teachers and reading specialists will find this test useful and efficient in gauging reading skills progress. The GDRT-2 has four core subtests, each of which measures an important reading skill. The four subtests are: *Letter/Word Identification*, *Phonetic Analysis*, *Reading Vocabulary*, and *Meaningful Reading*. The three supplemental subtests, *Listening Vocabulary*, *Rapid Naming*, and *Phonological Awareness*, measure skills that many researchers and clinicians think have important roles in the diagnosis or teaching of developmental readers or children with dyslexia.

***Reading and Writing***

**TOC: Test of Orthographic Competence**

Price: \$305.00

Ages: 6-0 through 17-11

Testing Time: 30-45 minutes

Administration: *Individual or Group*

The *Test of Orthographic Competence* (TOC) assesses aspects of the English writing system that are integral to proficient reading and writing. These aspects include *letters*, *spelling*, *punctuation*, *abbreviations*, and *special symbols*. The TOC has three age-related forms (6-7 years, 8-12 years, and 13-17 years).

**Subtests**

The TOC has nine subtests, which vary by age-level. The form for ages 6-7 years is comprised of *Signs and Symbols*, *Grapheme Matching*, *Homophone Choice*, and *Punctuation*. The form for ages 8-12 years is comprised of *Homophone Choice*, *Punctuation*, *Abbreviations*, *Letter Choice*, *Word Scramble*, and *Sight Spelling*. The form for ages 13-17 years is comprised of *Punctuation*, *Abbreviations*, *Letter Choice*, *Word Scramble*, *Sight Spelling*, and *Word Choice*. A description of the subtests follows.

**Signs and Symbols:** The child looks at a series of printed signs and symbols such as a "club" from a deck of cards, an "equal" or a "dollar" sign, or a numeral "5." The child is asked to tell the examiner what each sign signifies.

**Grapheme Matching:** The child is shown a series of rows each of which has five figures. The figures can be objects, signs, letters, or group of letters (e.g., b e o l e). In each row, two of the

five figures are identical. The child is to identify the two identical figures in each row by making a slash through them. The child is given two minutes to complete as many rows as possible.

Homophone Choice: Students look at a picture with two or three possible spellings choices (e.g., a picture of a boat oar with the spelling choices of oar, ore, and or). The students then circle the word they think is the correct spelling for the picture in each row.

Punctuation: The student is given a list of printed sentences that contain no punctuation except for spacing between the words (e.g., where is edward b brown). The task is for the student to supply the missing punctuation by editing the sentence.

Abbreviations: The examiner points to one of several abbreviations printed on a page (e.g., 4:00, Dr., USA) and asks the student to tell or write (depending on which version is given) what the particular abbreviation means.

Letter Choice: The student is shown rows of words where one of four letters (p, d, b, or q) is missing from the word (e.g., \_etter where the letter b is missing from the word or sai\_ where the letter d is missing from the word). The student is given two minutes to write in the correct letters that will make each one into a real word.

Word Scramble: The student is shown sets of scrambled letters that can be rearranged to spell real words (e.g., the letters nra can be rearranged to spell the word ran). The student has three minutes to re-order as many groups of letters into words as possible within the time frame.

Sight Spelling: The examiner says a word and the student is shown part of the word where one or more of the letters is missing (e.g., the examiner says the word know and student sees \_\_\_ow.)

The student is asked to fill in the missing letter or letters to complete the spelling of the word.

Word Choice: The examiner says a word and the student looks at three possible phonically regular spellings choices (e.g., sitty, sitee, city). The student then circles what he or she thinks is the correct spelling of the word in each row.

#### Composites

The results of the subtests on each version can be combined to form an overall composite. This composite is called Orthographic Ability (OA). The results from the 8-12 and 13-18- year-old forms can be combined to create three additional orthographic composites: Conventions (CO), Spelling Accuracy (SA), and Spelling Fluency (SF).

### ***Vocabulary***

#### **CREVT-2: Comprehensive Receptive and Expressive Vocabulary Test - Second Edition**

Price: \$291.00

Ages: 4-0 through 89-11

Testing Time: 20 to 30 minutes

Administration: Individual

The Comprehensive Receptive and Expressive Vocabulary Test-Second Edition (CREVT-2) is an innovative, efficient measure of both *receptive and expressive oral vocabulary*. The CREVT-2 has two subtests and is based on the most current theories of vocabulary development.

#### **Uses of the new CREVT-2**

Identify students who are significantly below their peers in oral vocabulary proficiency.

The CREVT-2 can assist in the documentation of progress in oral vocabulary development as a consequence of intervention programs.

**Receptive Vocabulary Subtest** The format for the 61-item Receptive Vocabulary Subtest is a variation of the familiar "point-to-the-picture-of-the-word-I-say" technique, featuring the unique use of thematic full-color photographs! The subtest is made up of 10 plates, each of which comprises six pictures. All of the pictures on a plate relate to a particular theme (animals, transportation, occupations, clothing, food, personal grooming, tools, household appliances, recreation, and clerical materials). The themes represent concepts with which most people are familiar. Five to eight words are associated with each plate and the words are spread evenly from young children through adults. The examiner begins with Item 1 on the first plate and asks the person being tested a series of words, one at a time. After each word, the examinee selects from six photographs the one that best goes with the stimulus word. When the person misses two words in a row, the examiner introduces the next plate.

**Expressive Vocabulary Subtest** The Expressive Vocabulary Subtest uses the "define-the-word-I-say" format-the most popular and precise way to measure expressive vocabulary. This format encourages and requires the individual to converse in detail about a particular stimulus word, making it ideal to measure expressive ability. The 25 items on this subtest pertain to the same 10 common themes used in the Receptive Vocabulary Subtest (i.e., animals, transportation, occupations, etc.) allowing for easy transition from subtest to subtest. The applications of basals and ceilings allow this test to be given quickly and make it appropriate for a wide age range.

### ***Auditory Processing***

#### **TAPS-3: Test of Auditory Processing Skills – Third Edition**

**Price: \$149.00**

**Ages: 4-0 through 18-11**

**Testing Time: 1 hour**

**Administration: Individual**

The TAPS-3 measures what a person does with what is heard, and is intended to be used along with other tests as part of a battery. It is designed to be used by speech-language pathologists, audiologists, school psychologists, and other testing professionals.

#### **Subtests:**

*Word Discrimination, Phonological Segmentation, Phonological Blending, Numbers Forward, Numbers Reversed, Word Memory, Sentence Memory, Auditory Comprehension, and Auditory Reasoning*

### ***Spelling***

#### **WIST: Word Identification and Spelling Test**

**Price: \$280.00**

**Ages: 7-0 through 18-11**

**Testing Time: 40 minutes**

**Administration: Individual**

**Features of the WIST:**

Measures *word identification, spelling, and sound-symbol knowledge*. The WIST identifies students who are struggling with reading and spelling. The assessment includes an elementary version (grades 2-5) and a secondary version (grades 6-12). The WIST includes an extensive, yet practical, informal assessment system for analyzing student performance that leads to instructional intervention.

The WIST meets teachers' need for detailed information that can be used to identify the areas in which students are having difficulty with reading and/or spelling and to develop appropriate instructional interventions. It includes both norm-referenced and informal assessments. The WIST specifically targets those aspects of reading that are most important for the identification and treatment of poor and disabled readers.

The three subtests of the WIST are:

**Word Identification:** Word Identification measures word reading accuracy which includes (a) students' sight recognition of familiar words and their ability to apply word attack skills in order to decode unfamiliar words and (b) their sight recognition or orthographic memory of high frequency words with one or more irregularities.

**Spelling:** The spelling subtest assesses students' ability to spell words correctly from dictation. Specifically measures students' (a) recall of correct letter sequences for familiar words or one's ability to apply sound/symbol relationships and rules of English orthography in order to spell unfamiliar words and (b) their recall of letter order in high-frequency words with one or more irregularities.

**Sound-Symbol Knowledge:** This subtest assesses a student's ability to associate sound(s) (i.e., phonemes) with specific letter(s) (i.e., graphemes).

Three informal procedures provide additional diagnostic information about the student's performance on: (a) the test items, (b) sound-symbol skills, and (c) errors peculiar to written words. Information from these analyses will enhance the examiner's interpretation of the child's test performance and help formulate a literacy intervention plan.

***Reading Comprehension*****TORC-4: Test of Reading Comprehension – Fourth Edition**

**Price:** \$263.00

**Age Range:** 7-0 to 17-11 years

**Testing Time:** 45 minutes or less

**Administration:** Individual

The *Test of Reading Comprehension – Fourth Edition (TORC-4)* is an innovative approach to testing silent reading comprehension that can be used to (a) identify children and adolescents who score significantly below their peers and who therefore might need help in improving their reading proficiency and comprehension, and (b) document student progress in remedial programs. The test has five subtests, all of which measure word identification and contextual meaning.

**Relational Vocabulary** – From the Student Question Booklet, the student reads a set of three words that are in some way related to each other. The student is to then silently read another four words and choose two words that are related to the first set of three words.

**Sentence Completion** – From the Student Question Booklet, the student silently reads a sentence that is missing two words. The student then silently reads a list of word pairs and chooses the word pair that best completes the sentence.

**Paragraph Construction** – After silently reading a list of sentences that are not in logical order, the student must then rearrange the sentences to form a coherent paragraph.

**Text Comprehension** – Students silently read a short passage and then answer five multiple-choice questions relative to the passage.

**Contextual Fluency** – This subtest measures how many individual words students can recognize, in 3 minutes, in a series of passages taken from the Text Comprehension Subtest. Each passage, printed in uppercase letters without punctuation or spaces between words, becomes progressively more difficult in content, vocabulary, and grammar. This is a format pioneered by J.P. Guilford to represent reading in his Structure of Intellect model. As students read the segments, they draw a line between as many words as they can in the time allotted. (E.g., THE|LITTLE|DOG|JUMPED|HIGH)

The five subtests are combined to form a composite called the Reading Comprehension Index.

### ***Phonemic Awareness and Rapid Naming***

#### **TPAS: Test of Phonological Awareness in Spanish**

**Price:** \$100.00

**Ages:** 4-0 through 10-11

**Testing Time:** 15 to 30 minutes

**Administration:** Individual

The *Test of Phonological Awareness in Spanish* (TPAS) measures phonological awareness ability in Spanish-speaking children. The TPAS can be used to help identify children who may benefit from instructional activities to enhance their phonological abilities to aid reading instruction. The TPAS subtests consist of:

**Initial Sounds**—determining if a second word begins with the same sound as a target word,

**Final Sounds**—determining if a second word ends with the same sound as a target word,

**Rhyming Words**—determining whether a second word rhymes or sounds like the target word, and

**Deletions**—repeating a specific word while leaving out a syllable or sound at the beginning, middle, or end of the word.

Pro Ed Inc.  
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Austin, Texas 78757-6897  
<http://www.proedinc.com>

## Case Study for Joey

Joey is a fifth grade student who has a history of Reading difficulties. He was retained in the first grade and has never passed a state reading exam and has had to attend summer school every year. Joey's teachers report that he is a hard worker and will always try his best. They also note that he has some difficulty with remembering instructions and math processes. His parents report that they spend from three to four hours every evening doing homework.

### Cognitive Processing Scores

Gc	98
Glr	85
Gv	101
Gf	79
Gs	101
Gsm	72
Ga	103

### WJ III

Listening Comprehension	100
Basic Reading/Word Recognition	90
Word Attack: Nonsense Words	85
Reading Comprehension	67

### GORT

- Rate 10
- Accuracy 9
- Fluency 9

### CTOPP

- Phonological Awareness 95
- Phonological Memory 90
- Rapid Naming 101

### TOWRE

- Sight Word Efficiency 86
- Phonemic Decoding 85
- Total WRE 83

# Dyslexia Referral Student Assessment Profile

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Student: Joey		Grade: 5th		Campus: _____		
ID: _____		Age: _____		Assessment: _____		
DOB: _____		Meets Condition: _____				

Area Assessed Instrument Used	Below Average	Low Average	Average	High Average	Percentile %	Other Data
<b>Domain to Assess</b>						
<b>Letter Knowledge</b>						
Other Data:						
<b>Reading Single Words in Isolation</b>						
WJ III Letter Word Identification Forms A and B			90			
Other Data: Sight Word Efficiency			86			
<b>Word Decoding</b>						
WJ-III-Word Attack		85				
Other Data: Phonemic Decoding		85				
<b>Fluency</b>						
GORT 4			9			
Other Data:						
<b>Rate</b>						
GORT 4			10			
Other Data:						
<b>Accuracy</b>						
GORT 4			9			
Other Data:						
<b>Reading Comprehension</b>						
WJ III - Passage Comprehension	67					
Other Data:						
<b>Spelling</b>						
WJ III Spelling	75					
Other Data:						
<b>Cognitive Processes that Underlie the Reading Difficulties</b>						
<b>Phonological/Phonemic Awareness</b>						
CTOPP-Phonological Awareness			95			
Other Data: Phonological Memory			90			
<b>Rapid Naming</b>						
CTOPP-Rapid Naming			101			
Other Data:						
<b>Cognitive Processes that Underlie the Reading Difficulties</b>						
<b>Vocabulary</b>						
Other Data:						
<b>Listening Comprehension</b>						
Other Data:						
<b>Oral Expression</b>						
Other Data:						
<b>Written Expression</b>						
WJIII - Writing Fluency/Writing Samples	81					
Other Data:						
<b>Handwriting</b>						
Other Data:						
<b>Orthographic Processing</b>						
Other Data:						
<b>Mathematical Reasoning</b>						
WJ III -Applied Problems	72					
Other Data:						
<b>Intelligence</b>						



## Dyslexia Report

Student: Joey  
Elem.

ID# 111111

School: ABC

Assessment Date 1/15/2010 Age 11  
Program

Grade 5th

Reason for referral: Joey is a fifth grade student with a history of Reading difficulties. Joey has difficulty with remembering instructions and math processes. Joey has a difficult time with homework and usually spends 3-4 hours with little success.

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Based on previous Full Individual Evaluation dated 2/12/09 :

- ☒ Student's vision and hearing are not interfering factors
- ☒ Student is performing poorly in one or more areas of reading and/or the related area of spelling that is unexpected for age/grade
- ☒ Teacher input provided
- ☒ Parent input provided
- ☒ Student appears to have adequate ability to learn in the absence of print

---

### Areas to Assess for Dyslexia:

#### I. Academic:

- ☐ Letter knowledge (name and associated sound)
- ☒ Reading real and nonsense words in isolation (decoding)
- ☒ Reading fluency (rate and accuracy)
- ☒ Rapid naming (fluency/rate and accuracy)
- ☒ Reading comprehension
- ☒ Written spelling

Does the student exhibit a deficit in one or more of the related academic areas? Yes X No

---

#### II. Cognitive Processes:

- ☒ Phonological/phonemic awareness
- ☒ Rapid naming

Is there a deficit in phonological processing? Yes  No X

Are the academic and phonological processing deficits unexpected in relation to student's other cognitive abilities? Yes  No X

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#### III. Additional Areas :

- ☐ Vocabulary
- ☐ Listening comprehension
- ☐ Oral expression
- ☒ Written expression
- ☐ Handwriting
- ☐ Orthographic processing
- ☒ Mathematical reasoning
- ☐ Intelligence

---

## Results

Results of testing indicate the following specific characteristics of dyslexia:

- 
- 
- 

The purpose of this assessment was to provide data that would assist in determining whether the student meets the criteria of dyslexia. Based on this evaluation and assessment results the results of testing indicate that Joey (does     / does not **X**) qualify as having dyslexia based on the results of this assessment.

---

## Recommendations

The following recommendation(s) should be considered by the committee to determine appropriate services to include accommodations and modifications.

For students who have been identified as having dyslexia, an appropriate instructional program which includes the following should be considered by ARD Committee:

- A. Explicit, direct instruction that is systematic, sequential and cumulative.
- B. Individualized to meet specific learning needs in small group setting
- C. A reading curriculum that matches each student's individual ability level and contains all Components of Instruction mandated in 19 TAC &74.28
- D. Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the Components of Instruction mandated in 19 TAC &74.28
- E. Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.
- F. Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

Educational Diagnostician, M.Ed.  
Educational Diagnostician

## Case Study for Richy

Richy is a second grade student who has not mastered beginning reading skills. He has memorized a few words that he can read by rote, but when shown new words he can barely begin to sound them out. His teachers report that he seems to understand a great deal, yet he is not always articulate. He will mispronounce many words, leaving off beginning or ends of words. Richy has trouble finding the exact words when telling a story. In his first years of life, Richy was so quick to catch on to things that his parents were surprised when he struggled to learn his letters in kindergarten.

### Cognitive Processing Scores

Gc	90
Glr	61
Gv	101
Gf	98
Gs	77
Gsm	72
Ga	89

### WJ III

Listening Comprehension	100
Basic Reading/Word Recognition	75
Nonsense Words	68
Reading Comprehension	85

### GORT

Rate	5
Accuracy	5
Fluency	2

### CTOPP

Phonological Awareness	51
Phonological Memory	68
Rapid Naming	79

### TOWRE

Sight Word Efficiency	77
Phonemic Decoding	83
Total WRE	76

# Dyslexia Referral Student Assessment Profile

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Student: _____		Grade: _____		Campus: _____		
ID: _____		Age: _____		Assessment: _____		
		DOB: _____		Meets Condition: _____		

Area Assessed Instrument Used	Below Average	Low Average	Average	High Average	Percentile %	Other Data
<b>Domains To Assess</b>						
Letter Knowledge						
Other Data:						
Reading Single Words in Isolation						
Other Data:						
Word Decoding						
Other Data:						
Fluency						
Other Data:						
Rate						
Other Data:						
Accuracy						
Other Data:						
Reading Comprehension						
Other Data:						
Spelling						
Other Data:						
<b>Cognitive Processes that Underlie the Reading Difficulties</b>						
Phonological/Phonemic Awareness						
Other Data:						
Rapid Naming						
Other Data:						
<b>Additional Areas To Assess</b>						
Vocabulary						
Other Data:						
Listening Comprehension						
Other Data:						
Oral Expression						
Other Data:						
Written Expression						
Other Data:						
Handwriting						
Other Data:						
Orthographic Processing						
Other Data:						
Mathematical Reasoning						
Other Data:						
Intelligence						

## Evaluation Report

Student \_\_\_\_\_ ID# \_\_\_\_\_ School \_\_\_\_\_

Assessment Date \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Program \_\_\_\_\_

Reason for referral: \_\_\_\_\_

---

**Based on previous Full Individual Evaluation dated \_\_\_\_\_:**

- ☐ Student's vision and hearing are not interfering factors
- ☐ Student is performing poorly in one or more areas of reading and/or the related area of spelling that is unexpected for age/grade
- ☐ Teacher input provided
- ☐ Parent input provided
- ☐ Student appears to have adequate ability to learn in the absence of print

---

### Areas to Assess for Dyslexia:

#### I. Academic:

- ☐ Letter knowledge (name and associated sound)
- ☐ Reading real and nonsense words in isolation (decoding)
- ☐ Reading fluency (rate and accuracy)
- ☐ Rapid naming (fluency/rate and accuracy)
- ☐ Reading comprehension
- ☐ Written spelling

Does the student exhibit a deficit in one or more of the related academic areas?      Yes      No

---

#### II. Cognitive Processes:

- ☐ Phonological/phonemic awareness
- ☐ Rapid naming

Is there a deficit in phonological processing?      Yes      No

Are the academic and phonological processing deficits unexpected in relation to student's other cognitive abilities?      Yes      No

---

#### III. Additional Areas :

- ☐ Vocabulary
- ☐ Listening comprehension
- ☐ Oral expression
- ☐ Written expression
- ☐ Handwriting
- ☐ Orthographic processing
- ☐ Mathematical reasoning
- ☐ Intelligence

---

## Results

Results of testing indicate the following specific characteristics of dyslexia:

- 
- 
- 

The purpose of this assessment was to provide data that would assist in determining whether the student meets the criteria of dyslexia. Based on this evaluation and assessment results the results of testing indicate that \_\_\_\_\_ (student's name) \_\_\_\_\_ (does / does not) have dyslexia.

---

## Recommendations

The following recommendation(s) should be considered by the committee to determine appropriate services to include accommodations and modifications.

For students who have been identified as having dyslexia, an appropriate instructional program which includes the following should be considered by ARD Committee:

- A. Explicit, direct instruction that is systematic, sequential and cumulative.
- B. Individualized to meet specific learning needs in small group setting
- C. A reading curriculum that matches each student's individual ability level and contains all Components of Instruction mandated in 19 TAC &74.28
- D. Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the Components of Instruction mandated in 19 TAC &74.28
- E. Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.
- F. Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

---

Educational Diagnostician

## DYSLEXIA TESTING STUDENT PROFILE

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ I.D.#: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Campus: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

### EVALUATION SUMMARY AND PROFILE:

✦ Domains required to be assessed – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders* – pgs. 14-15. TEA, Austin, TX. February 2007, Updated 2010.

#### 1A. IS THERE A DEFICIT IN ONE OR MORE OF THE PRIMARY CHARACTERISTICS OF DYSLEXIA? Are there at least one or more indicators documented in the low average range?

PRIMARY CHARACTERISTICS	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
✦ <b>WORD READING –</b> [Reading “real” words in isolation]						
✦ <b>WORD DECODING</b>						
✦ <b>WRITTEN SPELLING</b> [Difficulty learning to spell.] [NOTE: An isolated deficit in spelling would <b>NOT</b> be sufficient to identify dyslexia.]						
<b>✦ FLUENCY*</b> Slow, inaccurate, or labored oral reading. NOTE: A deficit in reading rate alone would <b>NOT</b> be sufficient to identify dyslexia unless there is evidence in the student’s history that indicates difficulties with reading accuracy at the word level.						
ASSESSMENT INSTRUMENT APPLIED		STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WCPM*      LEVEL*
	Rate					
	Accuracy					
	Fluency					

\*Fluency scores obtained through curriculum based measures. Rate (words correct per minute) and accuracy level are based on the percent of words read correctly (independent, instructional, frustration).

**1B. IS THERE A DEFICIT IN ONE OR MORE OF THE SECONDARY CONSEQUENCES OF DYSLLEXIA?**

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
READING COMPREHENSION						
WRITTEN COMPOSITION						

**2. IS THERE A DEFICIT IN PHONOLOGICAL PROCESSING/PHONEMIC AWARENESS? (Underlying causes of Dyslexia)**  
Is there an indicator documented in the low average range? The standard error of measure for scores that fall within the lower limits of the average should be considered. See note below for specific considerations related to phonological awareness.

ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	✚Phonological Awareness*				
	Phonological Memory				
	✚Rapid Naming				
	✚Letter Knowledge**				

\*If phonological awareness is within the average range, please consider the following:

- If a cluster score is used, look at the individual subtests to determine consistency of scores; and
- Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness.

(Because previous effective instruction in phonological/phonemic awareness *may* remediate phonological awareness skills in isolation, average phonological awareness scores alone do *not* rule out dyslexia.) – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders* – pg. 17. TEA, Austin, TX. February 2007, Updated 2010.

\*\*Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia.

**3. IS THERE EVIDENCE OF “UNEXPECTEDNESS”?**

Unexpectedly low performance for the student’s age and educational level subject to:

- Data show that student has received effective classroom instruction;
- Data show that student has academic difficulties in reading and written spelling;
- Data show that student exhibits one or more of the primary characteristics of Dyslexia – see Question #1A above;
- Data show that student has/had a deficit in phonological/phonemic awareness – see Question #2A above;
- Data show that student has adequate intelligence (the ability to learn in the absence of print);
- Data show that the student’s lack of progress is NOT due to sociocultural factors such as language differences, irregular attendance or lack of experiential background.



*The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders.* Texas Education Agency, Austin, TX. February 2007, Updated 2010.

[Assessment data must be considered in conjunction with the other “variety of data”. Are the deficits indicated in the primary characteristics of dyslexia **AND** in phonological/phonemic awareness “unexpected”?]

- A. Is the student’s listening comprehension (ability to comprehend what he or she is listening to) stronger than deficit areas indicated in Question 1A and Question 2? ☐ Yes ☐ No
- B. Is listening comprehension stronger than the student’s reading comprehension? ☐ Yes ☐ No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	Listening Comprehension*				

\*Attention or memory issues may impact (lower) the listening comprehension score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, report card, etc.

- C. Is the student’s reading comprehension stronger than deficit areas indicated in Question 1 and Question 2? ☐ Yes ☐ No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	✚Reading Comprehension				

- D. Is the student’s verbal ability stronger than deficit areas indicated in Question 1A and Question 2? ☐ Yes ☐ No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	Oral Language; Oral Expression; OR Vocabulary Knowledge Math Reasoning				

*This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.*

**4. ADDITIONAL ASSESSMENT: DOES THE DATA INDICATE A NEED TO ASSESS ADDITIONAL AREAS RELATED TO READING (I.E., ORTHOGRAPHIC PROCESSING)?**

☐ Yes Explain: \_\_\_\_\_  
 \_\_\_\_\_  
☐ No

ADDITIONAL AREAS TESTED	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
ORTHOGRAPHIC CODING						
✚ ORTHOGRAPHIC SPELLING						
HANDWRITING						

COEXISTING FACTORS/COMPLICATIONS AS OBSERVED BY EVALUATOR AND/OR DOCUMENTATION SUBMITTED FROM CLASSROOM TEACHER.	COMMENTS
ATTENTION	
HANDWRITING	
VISION	
HEARING	
ATTENDANCE	
FAMILY HISTORY OF READING DIFFICULTIES	
BEHAVIOR ISSUES	
MOTIVATION	
SPEECH ISSUES	
OTHER: _____	

**RECOMMENDATIONS:**

**Summary:**

Deficits in the primary characteristics of dyslexia were considered. These include word reading, word decoding, written spelling, and reading fluency. \*\*\*\*\* demonstrated deficits in the area(s) of:

*This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.*

Phonological processing was considered. \*\*\*\*\* demonstrated deficits in the area(s) of:

All data was reviewed to determine if there are deficits indicated in the primary characteristics of dyslexia and in phonological processing and if it is unexpected based on the student's listening comprehension, reading comprehension, and/or verbal ability. Orthographic knowledge and grades were also taken into consideration.

Based on TEA's criteria for eligibility, \*\*\*\*\* (does) (does not) meet the criteria as dyslexic.

**DYSLEXIA EVALUATION COMPLETED BY:**

---

DYSLEXIA ASSESSOR

**DEFINITIONS:**

STANDARD ERROR OF MEASUREMENT – An estimate of the amount of error attached to the individuals' standard score or how much to expect a person's obtained score to vary from his/her true score if the person administered the same test repeatedly.

This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.

## DYSLEXIA TESTING STUDENT PROFILE FOR ENGLISH (NON-LEP) SPEAKING STUDENTS

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ I.D.#: \_\_\_\_\_ Grade: \_\_\_\_\_

Campus: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

### EVALUATION SUMMARY AND PROFILE:

✦ Domains required to be assessed – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders* – pgs. 14-15. TEA, Austin, TX. February 2007, Updated 2010.

1A. THE PATTERN OF WEAKNESSES IN A STUDENT WITH DYSLEXIA WILL REFLECT ONE OR MORE DIFFICULTIES WITH LOW PERFORMANCE FOR THE STUDENT'S AGE AND EDUCATIONAL LEVEL IN THE FOLLOWING ACADEMIC SKILLS:

PRIMARY CHARACTERISTICS	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	
✚WORD READING – [Reading “real” words in isolation]							
✚WORD DECODING							
✚WRITTEN SPELLING [Difficulty learning to spell.] [NOTE: An isolated deficit in spelling would <u>NOT</u> be sufficient to identify dyslexia.]							
✚FLUENCY* Slow, inaccurate, or labored oral reading. NOTE: A deficit in reading rate alone would <u>NOT</u> be sufficient to identify dyslexia unless there is evidence in the student’s history that indicates difficulties with reading accuracy at the word level.							
ASSESSMENT INSTRUMENT APPLIED		STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WCPM*	LEVEL*
	Rate						
	Accuracy						
	Fluency						

\*Fluency scores obtained through curriculum based measures. Rate (words correct per minute) and accuracy level are based on the percent of words read correctly (independent, instructional, frustration).

**Qualitative Data- Information from classroom, works samples, etc.**

*This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.*

**1B. IS THERE A DEFICIT IN ONE OR MORE OF THE SECONDARY CONSEQUENCES OF DYSLEXIA?**

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
READING COMPREHENSION						
WRITTEN COMPOSITION						

*Qualitative Data- Information from classroom, works samples, etc.*

**2. IS THERE A DEFICIT IN PHONOLOGICAL PROCESSING/PHONEMIC AWARENESS? (Underlying causes of Dyslexia)**  
Is there an indicator documented in the low average range? The standard error of measure for scores that fall within the lower limits of the average should be considered. See note below for specific considerations related to phonological awareness.

ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	✚Phonological Awareness*				
	Phonological Memory				
	✚Rapid Naming				
	✚Letter Knowledge**				

\*If phonological awareness is within the average range, please consider the following:

- If a cluster score is used, look at the individual subtests to determine consistency of scores; and
- Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness.

(Because previous effective instruction in phonological/phonemic awareness *may* remediate phonological awareness skills in isolation, average phonological awareness scores alone do *not* rule out dyslexia.) – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders* – pg. 17. TEA, Austin, TX. February 2007, Updated 2010.

\*\*Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia.

*Qualitative Data- Information from classroom, works samples, etc.*

*This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.*

### 3. IS THERE EVIDENCE OF "UNEXPECTEDNESS"?

Unexpectedly low performance for the student's age and educational level subject to:

- Data show that student has received effective classroom instruction;
- Data show that student has academic difficulties in reading and written spelling;
- Data show that student exhibits one or more of the primary characteristics of Dyslexia – see Question #1A above;
- Data show that student has/had a deficit in phonological/phonemic awareness – see Question #2A above;
- Data show that student has adequate intelligence (the ability to learn in the absence of print);

Data shows that the student's lack of progress is NOT due to:

- The student's primary language is not English
- Irregular attendance
- Lack of experiential background
- A brain injury, disease, surgery or other health factor that would interfere with learning

*The Dyslexia Handbook – Revised 2007, Updated 2010 – Procedures Concerning Dyslexia and Related Disorders.*  
Texas Education Agency, Austin, TX. February 2007, Updated 2010.

[Assessment data must be considered in conjunction with the other "variety of data". Are the deficits indicated in the primary characteristics of dyslexia **AND** in phonological/phonemic awareness "*unexpected*"?]

A. Is the student's listening comprehension (ability to comprehend what he or she is listening to) stronger than deficit areas indicated in Question 1A and Question 2? ☐ Yes ☐ No

B. Is listening comprehension stronger than the student's reading comprehension? ☐ Yes ☐ No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	Listening Comprehension*				

**Qualitative Data:** *Information from classroom, work samples, etc.*

*This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.*

\*Attention or memory issues may impact (lower) the listening comprehension score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, report card, etc.

- C. Is the student's reading comprehension stronger than deficit areas indicated in Question 1 and Question 2?  
☐ Yes      ☐ No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	✚Reading Comprehension				

- D. Is the student's verbal ability stronger than deficit areas indicated in Question 1A and Question 2?  
☐ Yes      ☐ No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	STANDARD ERROR OF MEASURE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
	Oral Language; Oral Expression; OR Vocabulary Knowledge Math Reasoning				

**Qualitative Data:** *Information from the classroom, work samples, speech (if applicable)*

**4. ADDITIONAL ASSESSMENT: DOES THE STUDENT INDICATE A NEED TO ASSESS ADDITIONAL AREAS RELATED TO READING (I.E., ORTHOGRAPHIC PROCESSING)?**

- ☐ Yes    Explain: \_\_\_\_\_  
 \_\_\_\_\_  
☐ No

*This form serves as a sample document that could be used in your district. Modifications can and should be made dependent on district policy and procedure.*

COEXISTING FACTORS/COMPLICATIONS AS OBSERVED BY EVALUATOR AND/OR DOCUMENTATION SUBMITTED FROM CLASSROOM TEACHER.	COMMENTS	
ATTENTION		
HANDWRITING		
VISION		
HEARING		
ATTENDANCE		
FAMILY HISTORY OF READING DIFFICULTIES		
BEHAVIOR ISSUES		
MOTIVATION		
SPEECH ISSUES		
OTHER: _____		

**DYSLEXIA EVALUATION COMPLETED BY:**

\_\_\_\_\_

**DYSLEXIA ASSESSOR**

**DEFINITIONS:**

**STANDARD ERROR OF MEASUREMENT** – An estimate of the amount of error attached to the individuals' standard score or how much to expect a person's obtained score to vary from his/her true score if the person administered the same test repeatedly.



## Dyslexia, ADHD and Executive Function: Assessment considerations

### Decoding:

- Single word reading is better in isolation than in context:
  - functions for adequate decoding are intact
  - could possibly be due to weak:
    - working memory;
    - self-monitoring;
    - chunk size capacity (compare word reading fluency to sentence and passage level reading fluency); and/or
    - receptive language for using context clues
- Decoding is stronger than comprehension:
  - difficulties could be due to:
    - weak higher level language skills;
    - limited chunk size; and/or
    - weak working memory
- Untimed single word reading stronger than timed word reading:
  - could be due to slow processing speed;
  - check to see if decoding was previously a concern and whether the student has received reading intervention; previous tutoring/intervention may have assisted with accuracy, but fluency continues to be slow (research has shown that this occurs)

### Oral Reading of connected text:

- Reading of text contains word deletions and changes
  - could be due to difficulties with goal-directed attention (executive functioning) and/or
  - could be due to lack of self-monitoring
- Skips lines of text without noticing
  - could be due to difficulties with goal-directed attention (executive functioning) and/or
  - could be due to lack of self-monitoring
- Guesses impulsively based on first letter and inserts words not in text
  - could be due to lack of impulse control
- Decoding of words is stronger than in isolation
  - if receptive language is adequate could be using context clues to assist

### listening comprehension:

- look to see if LC score is consistent with teacher and parent information regarding receptive language processing
- to decipher between possible **memory vs. attention** difficulties, after completing the testing, try repeating some of the items missed (do not change scores – this is diagnostic information only). If repetition increases

the LC score, the difficulties are more likely related to attention than memory.

### **Reading comprehension:**

- Compare decoding to RC
  - If RC is stronger, good receptive language at higher levels
  - If decoding is stronger (see considerations for decoding)
- Compare listening comprehension to reading comprehension
  - If LC stronger, good receptive language at higher levels
  - If RC stronger, attention or memory issues could be interfering
- Compare different measures of reading comprehension
  - paragraph-length test of RC require more sustained attention than sentence-length cloze tests;
  - student able to look back at passage vs. having to recall information read from memory
- Difficulties with working memory:
  - may forget details while reading or soon after finishing
  - able to answer factual/explicit questions better than questions that require recall of more complex details, making predictions, and drawing inferences
- Difficulties with executive functioning (planning, organizing, sequencing):
  - may be able to remember important details, but disjointed and poorly sequenced

### **Spelling:**

- If stronger in isolation than in narrative text, weaknesses may be due to difficulties in:
  - working memory;
  - self-monitoring; and/or
  - chunk size capacity

### **Resources:**

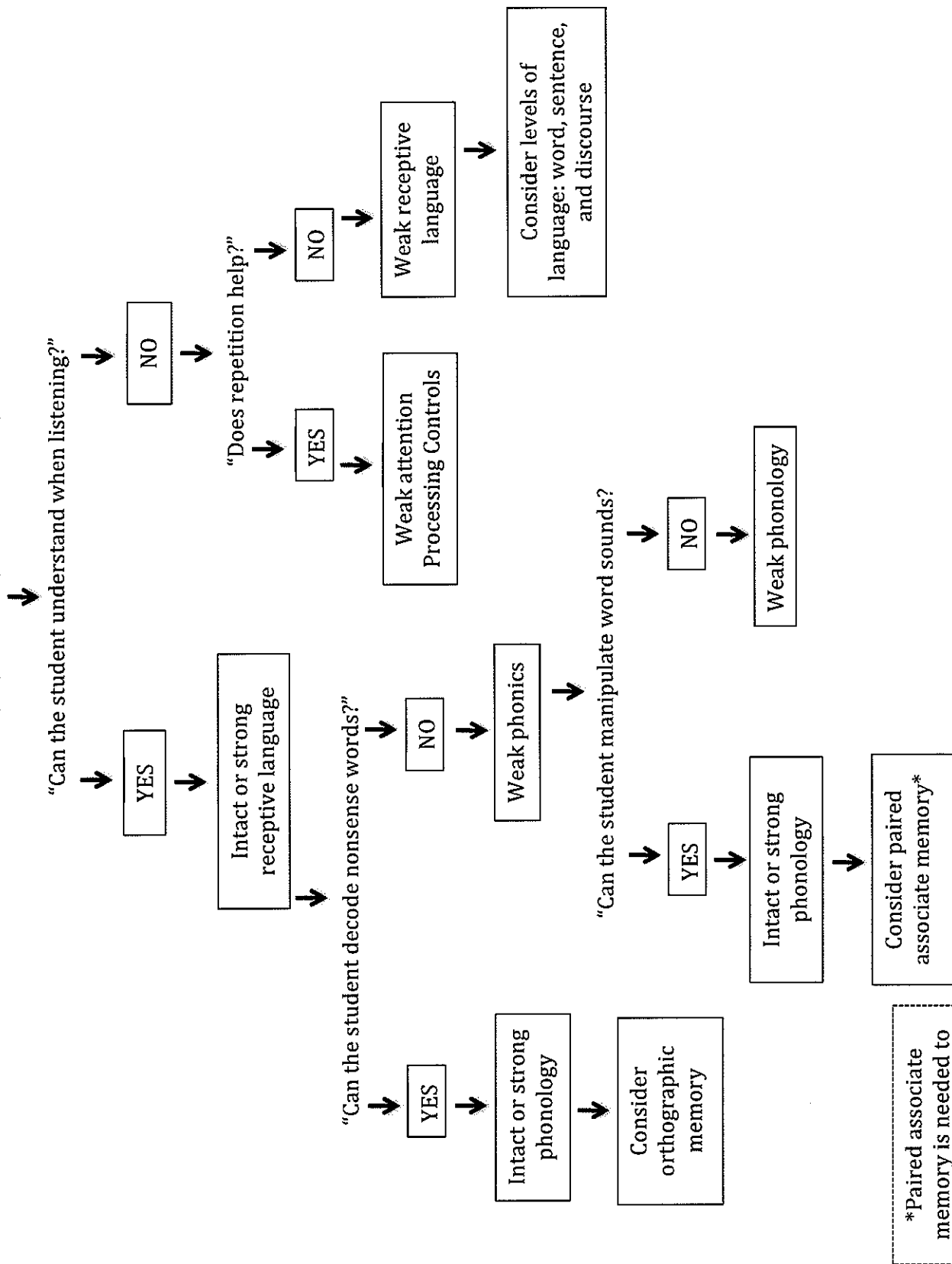
Aaron, P. G., Joshi, R. M., Palmer, H., Smith, N., & Kirby, E. (2002). Separating genuine cases of reading disability from reading deficits caused by predominately inattentive ADHD behavior. *Journal of Learning Disabilities*, 35, 425-435, 447.

Kaufman, C. (2010). *Executive Function in the Classroom*. Baltimore, MD: Paul Brookes Publishing.

McCloskey, G. & Perkins, L. A. (2013). *Essentials of executive functions assessment*. Wiley

Pohlman, C. (2008). *Revealing minds: Assessing to understand and support struggling learners*. CA: Wiley & Sons.

# Student has difficulty Reading



\*Paired associate memory is needed to link graphemes with phonemes.

Pohlman, C. (2008). *Revealing minds: Assessing to understand and support struggling learners*. CA: Wiley & Sons. (p. 98)

### Reading Accommodations Research

Audio read aloud on CD	A total of 1,181 fourth-graders -- 527 with LD and 654 without disabilities -- and 847 eighth-graders -- 376 with LD and 471 without disabilities -- from 84 public and private schools in NJ. Overall, lower test scores for students with reading disabilities than for students without. A differential boost was identified for students with LD who received the pre-recorded audio presentation accommodation at fourth and eighth grade levels on standardized measures of reading comprehension	Lallusis, C. C. (2010). Examining the impact of audio presentation on tests of reading comprehension. <i>Applied Measurement in Education</i> , 23(2), 153-167.
Audio textbooks	Improved history content area assessments for secondary students with mild disabilities, particularly when combined with organizing strategies.	Boyle, E. A., Rosenberg, M. S., Connelly, V. J., Washburn, S. G., Brinckerhoff, L. C., & Banerjee, M. (Summer 2003). Effects of audio texts on the acquisition of secondary-level content by students with mild disabilities. <i>Learning Disability Quarterly</i> , 26, 2-3-214.
Digital textbooks	Using digital textbooks with speech output, glossaries, highlighting of main ideas and supplementary explanations, found that high school students scored significantly higher on chapter tests	MacArthur, C. A., & Haynes, J. B. (1995). Student Assistant for Learning from Text (SALT): A hypermedia reading aid. <i>Journal of Learning Disabilities</i> , 28, 150-159.
Large scale test accommodations	Accommodated test scores for 4th and 7th graders in the state of Washington and found that more accommodations were provided to 4th graders compared to 7th graders, that special education students with accommodations performed better than students in special education who did not receive accommodations, and that there was no undue advantage compared to general education students.	Johnson, E., Kimball, K., Brown, S., & Anderson D. (2001). A statewide review of the use of accommodations in large-scale, high stakes assessments. <i>Exceptional Children</i> , 67(2), 252-264.
Large scale test accommodations	A study of statewide assessments on reading and math across a three-year period by found that read aloud accommodations had a positive impact on student performance for 4th graders, but not for 8th graders, and that the benefit was greatest on test items classified as difficult to read.	Bolt, S. E. & Thurlow, M. L. (2011). Item-level effects of the read-aloud accommodation for students with reading disabilities. <i>Assessment for Effective Intervention</i> , 33(1), 15-28
Read aloud	This study tested students' performance on a reading test with and without read-aloud accommodations. 79 eighth-grade students, 40 students (51%) with a disability, 39 were general education students. The use of the read-aloud accommodation did not significantly improve the test performance of either group of students. (No undue benefit). More students without disabilities thought they did better when tested with read-aloud accommodations. More students with disabilities preferred the accommodated test.	McKevitt, B. C., & Elliot, S. N. (2003). Effects and perceived consequences of using read aloud and teacher-recommended testing accommodations on a reading achievement test. <i>The School Psychology Review</i> , 32(4), 583-600.
Read aloud	Study investigated the effect of read aloud accommodations on test structure and student performance for 10th graders with disabilities on a reading exit exam. Results indicated that oral administration accommodations served to level the playing field for students whose disabilities were presumably severe enough to require oral accommodations.	Huynh, H., & Barton, K. E. (2006). Performance of students with disabilities under regular and oral administrations of a high-stakes reading examination. <i>Applied Measurement in Education</i> , 19(1), 21-39
Read aloud	184 fourth grade students without learning disabilities (LD) and 181 fourth and fifth grade students (49% of sample) with LD participated in this study. A greater proportion of students with LD manifested increases in performance with the read-aloud accommodation compared to students without LD as measured by reading comprehension passages	Fuchs, L. S. (2000). <i>Research report on reading. The validity of test accommodations for students with learning disabilities: Differential item performance on reading tests as a function of test accommodations and disability status</i> . Newark, DE: University of Delaware Education Research and Development Center.

Read aloud	260 sixth, seventh, and eighth grade students (24% with a learning disability and 76% without such a disability) participated. Using the Iowa Tests of basic skills, on one condition the test was administered according to standard procedures; in the other condition the test was read-aloud to the students. Both groups (LD-R and non-LD) achieved significantly higher test scores with the read-aloud test administration. Extra time under the read-aloud condition may have contributed to inflated scores.	Meloy, L. L., Deville, C., & Frisbie, D. (2002). The effect of a read aloud accommodation on test scores of students with and without a learning disability in reading. <i>Remedial and Special Education</i> , 23(4), 248-255
Read aloud	182 3rd grade students without dyslexia and with dyslexia were randomly assigned to accommodated administration or standard administration. Using the Texas Assessment of Knowledge and Skills, results showed a large increase in performance associated with read-aloud accommodation for students with dyslexia and not significant change for those in the control group across standard and accommodated administrations.	Fletcher, J. M., Francis, D. J., Boudousquie, A., Copeland, K., Young, V., Kalinowski, S., et al. (2006). Effects of accommodations on high-stakes testing for students with reading disabilities. <i>Exceptional Children</i> , 72, 136-150.
Read aloud	459 4th graders and 428 7th graders with disabilities; 486 4th graders and 567 7th graders without disabilities. All students took the state reading exam without accommodations in the previous year, but then were administered the same test one year later, randomly assigned to read-aloud via adult reader or standard administration. Performance gains for students who received read-aloud conditions were higher for 4th grade students with disabilities than those without. In 7th grade, both groups received a performance boost from read-aloud accommodations.	Randall, J., & Engelhard, G., Jr. (2010). Performance of students with and without disabilities under modified conditions. <i>Journal of Special Education</i> , 44, 79-93.
Read aloud by student	Impact of student-reads-aloud accommodation (i.e., student reads text but aloud) on the performance of middle and high school students with and without learning disabilities on a test of reading comprehension. 311 6th-10th grade students who took a reading test in a standard and an accommodated condition. 74% percent (230 students) were students with learning disabilities. As a group, students' test performance did not differ in the two conditions, and students with learning disabilities did not benefit more from the accommodation than students without learning disabilities. Students with learning disabilities showed greater variability in their response to the accommodation.	Elbaum, B., Arguelles, M. E., Campbell, Y., & Saleh, M. B. (2004). Effects of a student-reads-aloud accommodation on the performance of students with and without learning disabilities on a test of reading comprehension. <i>Exceptionally</i> , 12(2), 71-87.
Read aloud CD	1,181 fourth-grade students and 847 eighth-grade students from throughout 84 New Jersey public schools. Of the fourth-graders, 527 had reading-based learning disabilities and 654 had no disabilities; of the eighth-graders, 376 had reading-based learning disabilities, and 471 had no disabilities. Students without disabilities who received the read-aloud accommodations scored higher than the group without disabilities who did not receive the accommodation.	Cook, L., Eignor, D., Steinberg, J., Sawaki, Y., & Cline, F. (2009). Using factor analysis to investigate the impact of accommodations on the scores of students with disabilities on a reading comprehension assessment. <i>Journal of Applied Testing Technology</i> , 10(2).
Read aloud speed	Established that children as early as first grade were able to integrate visual and auditory information effectively when books were read aloud, and indicated that adult readers should read aloud at a rate that is higher than students' oral reading rates.	McMahon, M. L. (1983). Development of reading-while-listening skills in the primary grades. <i>Reading Research Quarterly</i> , 13(3), 52.
Read aloud speed	Confirmed that reading aloud at the student's oral rate emphasized word recognition accuracy at the expense of comprehension, and he indicated that it was effective to set the speed of reading 23% over the student oral rate.	Lionetti, T. M. & Cole, C. L. (2004). A comparison of the effects of two rates of listening while reading on oral reading fluency and reading comprehension. <i>Education and Treatment of Children</i> , 27(2), 114-129.

Read aloud video	Students completed two forms of math achievement test. One form was a typical standardized test and the other form was presented on a video monitor (each problem was read-aloud and the words were shown on the screen). 1513 fourth, fifth, seventh, and eighth grade students with a total of 47 students receiving special education who either had an IEP identifying them as LD in reading or identified by math teacher as a candidate for a reading accommodation. Results suggest that some low reading students performed significantly better when test items were read aloud. The accommodation did not seem to benefit high readers.	Helwig, R., Rozek-Tedesco, M. A., & Tindal, G. (2000). <i>An oral versus standard administration of a large-scale mathematics test</i> . Newark, DE: University of Delaware Education Research and Development Center.
Read aloud video	52 elementary school students (483 fourth grade students and 269 fifth grade students) and 863 middle school students (570 seventh grade students and 353 eighth grade students) participated in the study. Teachers rated students according to their perceived performance in reading (low or high). 169 students with disabilities participated Math and reading. The standard version had multiple problems displayed across opposing pages while the video version had only one problem per page. The general education low readers and the special education students with an IEP in reading performed better under the video testing condition than the standard testing condition.	Lee, D., & Tindal, G. (2000). <i>Teachers perception on students' reading performance and test accommodation</i> . Newark, DE: University of Delaware Education Research and Development Center.
Read Aloud Video	338 students in grades 4 and 5. Of these participants, 76 students (22% of the sample) were identified with various disabilities. The accommodation was a "modification" read-aloud, as presented through video, on a reading comprehension test. All students performed better in the read-aloud through video presentation condition, with most students with disabilities benefiting more than students without disabilities.	Crawford, L., & Tindal, G. (2004). Effects of a read-aloud modification on a standardized reading test. <i>Exceptionality</i> , 12(2), 89-106.
Read aloud video vs. computer	The test was administered under two conditions: 1) a teacher-paced video accommodation, 2) a student-paced computer administration. Under both conditions, the items were presented individually and read-aloud to students. 50 seventh-grade students participated in this study (25 general education and 25 special education students). All students in special education had reading disabilities, and 17 also had math disabilities. Two multiple-choice math tests taken from a statewide test. General education students performed significantly better than students with disabilities on both the teacher-paced video and student-paced computer administrations. Within the group of students with disabilities, the student-paced computer administration mean score was significantly higher than the mean score under the teacher-paced video administration. Low-performing students in general education demonstrated better performance under the student-paced computer administration as well.	Hollenbeck, K., Rozek-Tedesco, M. A., Tindal, G., & Glasgow, A. (2000). An exploratory study of student-paced versus teacher-paced accommodations for large-scale math tests. <i>Journal of Special Education Technology</i> , 15(2), 27-36.

Read-aloud accommodation in either the paper-and-pencil or computer-based format.	Participants were students with disabilities who were eligible for a read-aloud accommodation. Data came from scores for 3rd through 11th graders from a large-scale assessment conducted in 2007 and 2008. There were differences in effect sizes between subjects, with larger effect sizes found for reading than for math. Students in the PPT condition with an adult reader had higher mean scores in almost all academic content areas than those with the CBT read-aloud condition, with effect sizes ranging from extremely small to moderate. Using differential item functioning, students with the same ability level had the same probability of responding correctly to an item whether they used a text reader or had an adult reader. Finally, teachers and students both reported that students preferred the CBT condition. Researchers concluded that the CBT condition has the potential to provide students with a fair alternative testing condition.	Flowers, C., Kim, D. H., Lewis, P., & Davis, V. C. (2011). A comparison of computer-based testing and pencil-and-paper testing for students with a read-aloud accommodation. <i>Journal of Special Education Technology</i> , 26(1), 1-12.
Reading navigation	219 4th-grade students including ELL students with special needs, and non-special education students. Reading comprehension assessment on paper, on a computer using scrolling text to navigate through passages, or on a computer using paginated text to navigate through passages. There were no significant differences in reading comprehension scores across testing modes. The majority of students who took the reading test on a computer indicated that they would prefer to take the test on computer.	Higgins, J., Russell, M., & Hoffman, T. (2005). Examining the effect of computer-based passage presentation on reading test performance. <i>The Journal of Technology, Learning, and Assessment</i> , 3(4).
RWL	Research demonstrated increases in word recognition, comprehension and vocabulary in 5th grade students.	O'Day, P. S. (2002). Reading while listening: Increasing access to print through the use of audio books. Dissertation Dec. 2002.
RWL vs. silent reading	Study focused on the benefits of RWL for middle school students with reading and emotional disabilities and found that the benefits were higher compared to silent reading	Hale, A. D., Skinner, C. H., Winn, B. D., Oliver, R., Allin, J. D. & Molloy, C. C. M. (2005). An investigation of listening and listening-while-reading accommodations on reading comprehension levels and rates in students with emotional disorders. <i>Psychology in the Schools</i> , 42(1), 39-51.
Text reader study tools	Using (Kurzweil) with study tools with postsecondary students with attention disorders, results indicated that the students were less distractible, read with less fatigue for longer periods of time, and completed assignments in less time.	Hecker, L., Burns, L., Elkind, J., Elkind, K., Katz, L. (2002). Benefits of assistive reading software for students with attention disorders. <i>Annals of Dyslexia</i> , 52, 243-272.
Text reader study tools	Using Read and Write Gold software with secondary students with reading levels one to four levels below average, the use of text-to-speech with study tools resulted in improvements in comprehension and spelling	Lange, A. A., McPhillips, M., Mulhern, G., Wylie, J. (summer 2006). Assistive Software Tools for Secondary-Level Students with Literacy Difficulties. <i>Journal of Special Education Technology</i> 21(3) 13-23.
TTS	Improved phonological awareness and decoding skills.	MacArthur, C. A., Ferretti, R. P., Okolo, C. M. & Cavalier, A. R. (2001). Technology applications for students with literacy problems: A critical review. <i>The Elementary School Journal</i> , 101 (3), 273-301.
TTS	Computer-based speech feedback led to improvement in word identification in students with reading disabilities. However, for students with severe reading difficulties, speech feedback could not overcome deficits in phonological awareness.	Olson, R. K., & Wise, B. W. (1992). Reading on the computer with orthographic and speech feedback: An overview of the Colorado re-mediation project. <i>Reading and Writing</i> , 4(2), 107-144.

TTS	Increased comprehension in middle school students who used text to speech software.	Elkind, J., Cohen, K., & Murray, C. (1996). Using computer-based readers to improve reading comprehension of students with dyslexia. <i>Annals of Dyslexia</i> , 42, 238-259.
TTS	High school students with learning disabilities improved their scores using text-to-speech,Markedly better performance for students who were considered low average; Benefited when using text readers to read passages longer than 100 words. Students reported that computers with TTS were easier to use, and students preferred features that allowed them to be independent; 70% of students reported that it helped with comprehension;Preferred TTS to a human reader due to ease of use and opportunity for control	Dolan, R. P., Hall, T. E., Banerjee, M., Chun, E. & Strangman, N. (2005). Applying principals of universal design to test delivery: The effect of computer-based read aloud on test performance of high school students with learning disabilities. <i>Journal of Technology, Learning, and Assessment</i> , 4 (7), 4-32.



# Excerpt from

## Identifying and Remediating Dyslexia

*Presenter, Barbara J. Wendling*  
*March 19, 2013*

### Instruction/Remediation

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#### **Components of Instruction (*Dyslexia Handbook*, p. 21)**

- Phonemic Awareness
- Graphophonemic Knowledge (phonics)
- Language Structure (morphology, semantics, pragmatics, syntax)
- Linguistic Instruction (proficiency, fluency with patterns of language)
- Strategy-oriented Instruction (decoding, word recognition, encoding, fluency, comprehension)

#### **Instructional Approaches (*Dyslexia Handbook*, p. 21-22)**

- Explicit, Direct Instruction
- Individualized Instruction
- Reading curriculum on the student's ability level that includes all components
- Intensive, highly concentrated instruction – motivating, scheduled (e.g., daily) in addition to 90 minutes of core instruction
- Weekly progress monitoring

#### **Explicit Instruction**

- Model: (I Do)
  - Teacher demonstrates while thinking aloud
- Guided Practice: (We Do)
  - Student practices with teacher supervision
  - Immediate corrective feedback
- Independent Practice: (You Do)
  - Student works independently only after task is understood

#### **Findings from the National Reading Panel: Basic Reading**

- Phonological awareness training enhances reading and spelling ability
- Amount of training needed varies – depends on the child
- Small group instruction is best
- Teach students to segment phonemes using letters in words
- Training in phonological awareness is necessary but not sufficient for good reading
- Explicit, systematic, synthetic phonics instruction is most effective

#### **Synthetic phonics approaches have been found to be most effective of the phonics methods for many disabled readers.**

- Sounds taught in isolation
- Taught to blend sounds into words

- Introduce graphemes, place emphasis on learning to chunk or break words into their basic parts
- Teach explicitly relationship between letters and sounds

### **Interventions for Phonemic Awareness**

- Early exposure to sounds, language, rhythms
- Reading aloud to the child
- Opportunities to play with sounds
- Daily practice with language
- Explicit, systematic instruction using a synthetic phonics program

### **Read Aloud: Dialogic Reading**

Method to engage the child in the story being read aloud by adult.

<b>P</b>	<u>prompt</u>
<b>E</b>	<u>evaluate</u>
<b>E</b>	<u>expand</u>
<b>R</b>	<u>repeat</u>

### **Interventions for Decoding**

- Explicit, systematic, synthetic phonics program
- Decodable texts for daily practice
- Books on tape
- Teaching high frequency words
- Word recognition strategies

### **Teach Phoneme-Grapheme Relationships Explicitly**

*Phonics & Spelling Through Phoneme-Grapheme Mapping (Grace)*

### **Decodable Texts**

*Primary purpose: Practice sound-symbol relationships and reinforce phonics concepts*

- Words can be pronounced accurately by applying phonics
- New sounds are introduced systematically with careful review of previously learned sounds
- Exception words are introduced gradually with considerable review

### **Teach High Frequency Words**

- Teach in tandem with phonics
- Dolch Words
- Fry's 300 Instant Words
  - 1st 100 make up about 50% of written text
  - All 300 make up about 65%
- Use multisensory techniques
- Build accuracy then rate
  - Rapid Word Recognition Chart

## Word Recognition Strategies

- Morphology: (prefixes, suffixes, base)
- 6 English syllable types
  - closed
  - open
  - silent e
  - consonant-le
  - r-controlled vowel
  - vowel team

## Morphology

- A morpheme is the smallest unit of meaning.
- Affixes
  - Prefixes
  - Suffixes
- Base word

## The Four Most Frequent Prefixes

Prefix	Meaning
dis-	opposite
in-, im-, il-, ir-	not
re-	again
un-	not

58% of prefixed words in English

## Four Most Common Suffixes

Suffix	Meaning
-ed	past tense verb
-ing	verb form
-ly	characteristic of
-s, -es	more than one

72% of suffixed words in English

## Resources for Basic Reading Skills

- Orton-Gillingham Multisensory Method
- Wilson Reading (Wilson Language)
- Read 180 (Scholastic)
- LiPs (Lindamood-Bell)
- Language! (Sopris West)
- Corrective Reading (SRA)
- Explode the Code (multiple sources)

Fluency is the bridge between decoding and comprehension.

### **Fluency and Dyslexia**

Reading fluency is included as a critical feature of reading acquisition: poor fluency is a key feature of dyslexia in adulthood; also poor fluency is a key feature of dyslexia in languages other than English.

(e.g., Bashir & Hook, 2009; Share, 2008; Shaywitz et al 2008; Shaywitz et al 2003)

### **Reading Fluency Requires**

- An appropriate rate.
- High accuracy.
- Prosody

### **Interventions for Reading Fluency**

- Explicit modeling of fluent reading
- Repeated readings
- Taped books
- Practicing words in isolation
- Choral reading
- Speed drills
- Increase time spent reading

### **Beginning Fluency Methods**

- Echo listening: Teacher reads, student says back
- Predictable books: Uses repeated syntactic patterns
- Assisted reading: Teacher reads and students say any words they know
- Echo reading: Teacher reads and students read same thing back

### **Oral Reading Fluency (rate plus accuracy)**

Independent level: word recognition equal to or greater than 95%

Instructional level: word recognition 90-94%

Frustration level: word recognition <90%

### **How Fast is Fluent Reading?**

- End of 1<sup>st</sup>: 60 wpm
- End of 2<sup>nd</sup>: 85-100 wpm
- End of 3<sup>rd</sup>: 100-120 wpm
- End of 4<sup>th</sup>: 105-130 wpm
- End of 5<sup>th</sup>: 130-140 wpm

### **Reading Fluency Instruction**

- Problems in fluency are difficult to remediate.
- Accuracy rate on materials used for building fluency should be at least 90%.
- Students should first become accurate readers before working on speed/rate.

### **Prosody: Punctuation is the Frame**

- Inflection
- Smoothness
- Voice
- Rhythm

#### **Activity: Phrase Reading**

- Builds a bridge between word-by-word reading and connected reading
- Phrases carry meaning which leads to increased reading comprehension
- Increases prosody

#### **Resources for Reading Fluency**

- QuickReads
- Read Naturally
- Great Leaps
- Wilson Fluency
- Six Minute Solution
- RAVE-O

#### **Summary: Effective Instruction for Individuals With Dyslexia**

Provide systematic, explicit instruction  
 Move from phonological awareness to phonics to fluency  
 Ensure mastery of high frequency and irregular words  
 Employ multisensory techniques when needed  
 Provide emotional support

#### **Summary: Identifying Individuals With Dyslexia**

- For individuals with dyslexia, what is the primary problem in reading?  
     ○ \_\_\_\_\_
- What cognitive processing areas are frequently weak?  
     ○ \_\_\_\_\_
- What role does oral language play in the identification of individuals with dyslexia?  
     ○ \_\_\_\_\_

#### **Questions?**

*Reference: Essentials of Dyslexia Assessment and Intervention (2012), Mather & Wendling, Wiley & Sons.*